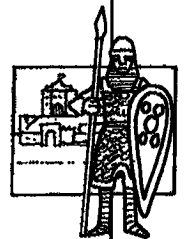
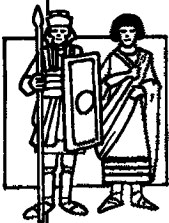




The history of English

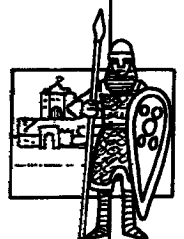
Student A

Have you ever asked why English has such a large vocabulary? Experts say that there are over _____ words in English, more than any other language, although most people only know between twenty-five and thirty thousand of them. The reason for this is that English is really a mixture of _____ languages. The original people of England spoke Gaelic which you can still hear in parts of _____ . In the first century A.D., the Romans came to Britain from Italy and they spoke _____. The Romans conquered Britain and stayed there for four hundred years so it is not surprising that they gave many Latin words to the language. After the Romans came the _____ from Germany and it is from the name Angles that the name England comes. The Angles and Saxons brought many German words to English, including phrasal verbs like *come in* and *stand up*. From about 700 A.D., the _____ began to attack and settle in the northern part of England. They brought many _____ words with them so, for example, Edinburgh comes from the Viking word for town which was *burgh*. Finally, in 1066, the _____ invaded Britain and for the next three hundred years French was the official language. We still have many French words in English today, for example _____ meaning a meeting. When English became the official language of the U.S.A., even more words were added.



Student B

Have you ever asked why English has such a large vocabulary? Experts say that there are over half a million words in English, more than any other language, although most people only know between _____ of them. The reason for this is that English is really a mixture of at least five languages. The original people of England spoke _____ which you can still hear in parts of Scotland and Wales. In the first century A.D., the _____ came to Britain from Italy and they spoke Latin. The Romans conquered Britain and stayed there for _____ years so it is not surprising that they gave many Latin words to the language. After the Romans came the Angles and Saxons from _____ and it is from the name Angles that the name England comes. The Angles and Saxons brought many German words to English, including phrasal verbs like *come in* and *stand up*. From about 700 A.D., the Vikings began to attack and settle in the _____ part of England. They brought many Scandinavian words with them so, for example, 'Edinburgh' comes from the Viking word for town which was _____. Finally, in 1066, the Normans invaded Britain and for the next three hundred years _____ was the official language. We still have many French words in English today, for example *rendezvous* meaning a meeting. When English became the official language of the U.S.A., even more words were added.



Unit 11C



Teacher's Notes

The history of English

Interaction

Pair work

Aim

To practice asking questions.

Time

15–20 minutes

Skills

Speaking
Listening
Writing

Grammar and functions

Review of indirect questions

Vocabulary

History of a language

Preparation

Photocopy one worksheet for each pair of students and cut each one into two parts.

Answers

Student A

half a million, at least five, Scotland and Wales, Latin, Angles and Saxons, Vikings, Scandinavian, Normans, rendezvous

Student B

twenty-five and thirty thousand, Gaelic, Romans, four hundred, Germany, northern, burgh, French

Procedure

- 1 Review the structure of indirect questions. Write a direct question on the board, e.g. *Who is the President of the U.S.?* Ask students if they can make an indirect question with *Do you know ...?* Elicit *Do you know who the President of the U.S. is?*
- 2 Put students in pairs and give out the worksheets.
- 3 Explain that students must ask each other questions to complete the text, e.g. *Can you tell me how many words there are in English?*
- 4 Before starting, have students think about questions they are going to ask. Encourage students to use the forms *Can you tell me ...?* *Do you know ...?*
- 5 Have students work together to complete their texts by asking and answering each other's questions. Students must not look at their partner's text.
- 6 Allow ten minutes for students to complete their tasks.
- 7 Move around the classroom and give help as necessary.

Additional ideas

Students can check the answers by swapping their texts in pairs and marking one another's work. The activity can then be used to check for spelling accuracy too.